



# **RELEASED ITEMS**

**ENGLISH LANGUAGE ARTS  
GRADE 4**

**Fall 2006**

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Reference List:

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# PART 1—READING

## 1A: PAIRED READING SELECTIONS

### **DIRECTIONS:**

In Part 1A, you will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 1.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 1A of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**DIRECTIONS:** Read the selection "Presto Change-O! A Butterfly Appears."  
Choose the *best* answer for each question. You may look back at  
the selection as often as needed.

**"Presto Change-O! A Butterfly Appears"**  
**Questions 1–8**

- 1 The purpose of the *chrysalis* is for
  - A protection.
  - B food.
  - C egg laying.
  - D warmth.
  
- 2 In paragraph 2, the author wrote that the caterpillar "made thin strands of silk." In this sentence, the word strands means
  - A strings.
  - B coats.
  - C tubes.
  - D balls.
  
- 3 Which of these happened *first*?
  - A The chrysalis turned almost black.
  - B The butterfly crawled out of its skin.
  - C The caterpillar climbed up a stick.
  - D The caterpillar split its skin.

- 4 The caterpillar becomes a butterfly in *about*
- A two hours.
  - B two days.
  - C two weeks.
  - D two months.
- 5 Who is the "I" in this selection?
- A the caterpillar
  - B the butterfly
  - C the reader
  - D the author
- 6 In paragraph 7, the author wrote that the butterfly wings "quickly expanded as the butterfly pumped blood into the veins of each wing." In this sentence, the word expanded means
- A changed color.
  - B spread out.
  - C grew smaller.
  - D became harder.

- 7 What is one way that caterpillars and butterflies are *different*?
- A Caterpillars produce eggs, but butterflies do not.
  - B Caterpillars come in bright colors, but butterflies do not.
  - C Caterpillars do not change, but butterflies do.
  - D Caterpillars do not have wings, but butterflies do.
- 8 The author organized this selection by
- A telling the steps of how caterpillars change into butterflies.
  - B comparing and contrasting different kinds of butterflies.
  - C describing each place where caterpillars live in his neighborhood.
  - D giving step-by-step directions for how to catch a butterfly.

**DIRECTIONS:** Read the selection "A Birthday Riddle." Choose the *best* answer for each question. You may look back at the selection as often as needed.

**"A Birthday Riddle"**  
**Questions 9–16**

**9** The problem in this selection is that

- A** Matthew's father did not like the birthday gift Matthew gave him.
- B** Matthew's father could not guess the answer to his birthday riddle.
- C** Matthew could not think of a good birthday gift for his father.
- D** Matthew could not find time to go fishing with his father.

**10** Read the sentence below.

*I want to find the perfect gift and make up the riddle myself.*

The author made this sentence look *different* to show

- A** what Matthew was thinking.
  - B** which words were said loudly.
  - C** what the birthday riddles said.
  - D** special vocabulary words.
- 11** When he read his riddle, Matthew's father said, "'I'm stumped.'" In this sentence, the word stumped means
- A** hurt.
  - B** excited.
  - C** confused.
  - D** pleased.

- 12** One lesson that Matthew learned is that
- A** it is nice to spend a lot of money on gifts.
  - B** old things can be special and useful.
  - C** it is good to buy one new toy each year.
  - D** the best gifts are silly birthday gifts.
- 13** The selection "A Birthday Riddle" *most likely* would be found in a
- A** book of jokes and word games.
  - B** history book about holidays.
  - C** children's magazine.
  - D** collection of fairy tales.
- 14** What *probably* made Matthew give his father the gift that he did?
- A** Matthew knew that his father liked small gifts.
  - B** Matthew realized his father liked being with family.
  - C** Matthew liked the gift that his parents gave to him.
  - D** Matthew did not want to spend any money on a gift.



**15** What is the *best* summary of this story?

- A** Matthew's family always gives riddles with their birthday gifts. Matthew's birthday gift this year was a baseball glove. He liked this gift very much. He thought it would be useful when he played baseball.
- B** Matthew wanted to give his father the perfect gift. He watched his father do chores to get ideas, but his father did not need anything new. Matthew decided to spend time with his father instead of buying a gift.
- C** Matthew's family gave him a great birthday gift. It came with a riddle. Matthew decided he would write a riddle along with the birthday gift that he gave his father.
- D** Matthew and his family give each other birthday gifts with riddles. Matthew had trouble this year thinking of a riddle to write for his father. Finally, he came up with a good riddle.

**16** The reader can tell from this story that Matthew's family

- A** prefers raking to fishing.
- B** is not good at solving riddles.
- C** often forgets birthdays.
- D** enjoys giving thoughtful gifts.

**CROSS-TEXT QUESTIONS**

**DIRECTIONS:** Questions 17 through 21 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

- 17** One *difference* between these two selections is that one
- A** describes every stage of an event, and the other presents a problem and its solution.
  - B** lists facts about how animals grow, and the other lists facts about how humans grow.
  - C** uses pictures to tell the story, and the other uses charts to present facts.
  - D** compares two animals, and the other compares two friends.
- 18** How do the authors of *both* selections show the reader ideas or thoughts that are important?
- A** The words are underlined.
  - B** The words are written in different print.
  - C** The words are written in large print.
  - D** The words are in a box.
- 19** These two selections are *different* because
- A** "A Birthday Riddle" is a myth and "Presto Change-O!" is a fantasy.
  - B** "A Birthday Riddle" is a folk tale and "Presto Change-O!" is a fable.
  - C** "A Birthday Riddle" is a how-to piece and "Presto Change-O!" is fiction.
  - D** "A Birthday Riddle" is realistic fiction and "Presto Change-O!" is nonfiction.

- 20** Which statement *best* describes an important idea in both selections?
- A** Paying close attention is a good way to get information.
  - B** Finding out what animals and other people eat helps you know them.
  - C** The ideas we have about others can be changed by reading.
  - D** All children and baby animals need a place to live.
- 21** Which of the following is an *opinion* from one of the selections?
- A** "The next day Matthew's father was raking leaves."
  - B** "I found a caterpillar and put it in a cage."
  - C** "This car brush does a great job."
  - D** "His father's birthday was the next Saturday."

## 1B: RESPONSE TO THE PAIRED READING SELECTIONS

### DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

**22** There are many ways to reach a goal. Do you agree or disagree?

Explain your answer using specific details and examples from *both* “*Presto Change-O! A Butterfly Appears*” and “*A Birthday Riddle*.” Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

## PART 1B: CHECKLIST FOR THE RESPONSE TO THE PAIRED READING SELECTIONS

### DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 3 of your **Answer Document**.

### CHECKLIST:

- \_\_\_\_\_ Do I take a position and clearly answer the question I was asked?
- \_\_\_\_\_ Do I support my answer with specific examples and details from *both* reading selections?
- \_\_\_\_\_ Do I show how the two reading selections are alike or connected?
- \_\_\_\_\_ Is my response complete?

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## NOTES/PLANNING

## NOTES/PLANNING

## PART 2—READING

### INDEPENDENT READING SELECTIONS

#### **DIRECTIONS:**

In Part 2, you will read two selections and answer the questions that follow each selection. You may look back at the selections as often as needed in Part 2.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2 of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**DIRECTIONS:** Read the Selection "Nellie Bly." Choose the *best* answer for each question. You may look back at the selection as often as needed.

**"Nellie Bly"**  
**Questions 23–30**

- 23** How did the author *mostly* organize this selection?
- A** by describing Nellie Bly's problem, and then giving the solution
  - B** by comparing and contrasting Nellie Bly to other famous women
  - C** by telling the events in Nellie Bly's life in the order they happened
  - D** by showing the steps Nellie Bly took to become a newspaper writer
- 24** Why did Nellie Bly write a letter to the editor of the *Pittsburgh Dispatch*?
- A** She disagreed with the statements in Erasmus Wilson's article.
  - B** She wanted to prove to the editor that she was a good writer.
  - C** It was her first assignment as a newspaper reporter.
  - D** Her mother thought that it would be a good idea.



**25** What is the author's purpose in writing this selection?

- A** to compare different types of newspaper writing
- B** to offer an opinion on women reporters
- C** to describe an important newspaper writer
- D** to give information on life in the 1800s

**26** What makes this selection a biography?

- A** It includes pictures of Nellie Bly.
- B** It describes Nellie Bly's life.
- C** It includes facts about Nellie Bly's articles.
- D** It is written by Nellie Bly about her life.

- 27** What is the *best* place in the selection to find out Nellie Bly's route around the world?
- A** the map of her journey
  - B** the section "Early Years"
  - C** the title of the selection
  - D** the section "Daring Journalist"
- 28** Why did the author divide this selection with headings?
- A** to show how long Nellie Bly lived
  - B** to make the selection seem longer
  - C** to state the main idea of each section
  - D** to copy Nellie Bly's writing style

**29** What is the *best* summary of this selection?

- A** Nellie Bly's real name was Elizabeth Cochran. She wrote a letter to a newspaper saying that women should be allowed to work outside the home. Afterwards, she got a job working for a travel company. Then she took a trip around the world in 72 days.
- B** Nellie Bly was a famous newspaper reporter in the late 1800s. She believed that women should be allowed to work outside the home. She often researched her stories by pretending to be someone else. She took a trip around the world, and then wrote a book about it.
- C** Nellie Bly always had a love of learning, but at age 15 she had to leave school. In 1885, she became a reporter for the *Pittsburgh Dispatch*. In 1887, she moved to New York and wrote for the *New York World*.
- D** Nellie Bly wanted to be a reporter when she was young, but she had to drop out of school. Nevertheless, she became a very good teacher. She made some of her newspaper stories into books.

**30** The author stated that "Bly wrote a weekly column for the *Dispatch*." Which meaning of the word column describes how it is used in this sentence?

- A** a group of soldiers standing in a line
- B** a support used to hold up a building
- C** a newspaper article appearing regularly
- D** a row of mathematical figures in a chart

## PART 3—WRITING

### 3A: WRITING FROM KNOWLEDGE AND EXPERIENCE

#### **DIRECTIONS:**

In Part 3A, you will be given a theme and a number of ways to write about it.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

We will begin Part 3A together by reading the information on the next page. As I read aloud, please follow along in your booklet.

## WRITING FROM KNOWLEDGE AND EXPERIENCE

### 31 WRITE ABOUT THE THEME: BEING A LEADER

People become leaders when they are willing to take responsibility for their actions and the actions of others. A leader should be someone people respect and want to be like. Write about being a leader.

Do **ONLY ONE** of the following:

explain how someone became an important leader

**OR**

explain why you or someone you know would make a great leader

**OR**

write a story about a person who becomes a leader

**OR**

write about the theme in your own way.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 9 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

## **PART 3A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE**

### **DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 9 of your **Answer Document**.

### **CHECKLIST:**

- \_\_\_\_\_ Do I have a clear central idea that connects to the theme?
- \_\_\_\_\_ Do I stay focused on the theme?
- \_\_\_\_\_ Do I support my central idea with important details/examples?
- \_\_\_\_\_ Do I need to take out details/examples that DO NOT support my central idea?
- \_\_\_\_\_ Do I use a variety of words, phrases, and/or sentences?
- \_\_\_\_\_ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

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## **NOTES/PLANNING**

## NOTES/PLANNING

## 3B: STUDENT WRITING SAMPLE

### **DIRECTIONS:**

In Part 3B, you will read a student writing sample and answer some questions. You will be reading everything in Part 3B silently. You may look back at the student writing sample as often as needed.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 3B of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.



## REVISING AND EDITING THE STUDENT WRITING SAMPLE

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

I care for my dogs a lot. I feed them three times a day. I let them go outside in our fenced back yard. I like to let them go outside because I can watch them play around. I like to purchase dog toys. I get them a lot of dog toys. I like to get things for my dogs because they do not care what they get. I like to play catch with my dogs. Sometimes we take them for a ride in the car I like to roll down the window and let them stick out their noses. I also like to teach them to did tricks. I can tell they are intelajent. My cat will purr when she is happy. If I put a treat on their nose, they can push it into the air and eat it. I even like to take them for walks at the park at school and around the block. I like it because they do not pull you to the ground like my Uncle Joe's dogs do. I like to care for my dogs because my dogs are very good and my dogs obey me. They are very cool dogs. That's how I care for my dogs.

**Questions 32–36**

**32** Which of the following should a peer editor suggest to this writer?

- A** Check for capitalization errors.
- B** Remove any sentences that do not support the main idea.
- C** Add more details about Uncle Joe’s dogs.
- D** Use different types of punctuation, like exclamation points.

**33** Which of the following words fit *best* in the empty circle of the writer’s story web?



- A** Take them swimming at the lake
- B** Go with them to the vet
- C** Bathe and brush them
- D** Play catch with them

**34** Which of these details would *best* fit into the story?

- A** Another way I care for the dogs is by giving them baths every week.
- B** I take the dogs for walks because we bought new leashes.
- C** My neighbor, who moved away, gave us the dogs.
- D** My uncle Joe's dogs are named Duke and Patches.

**35** What was the writer's purpose for writing this paragraph?

- A** to describe ways that he cares for his dogs
- B** to explain why he thinks every family should own dogs
- C** to tell an exciting adventure about how he helped some dogs
- D** to give details about how people should take care of dogs

**36** Read the sentence below.

I can tell they are intelaient.

What is the correct spelling of intelaient?

- A** intelligant
- B** intelijent
- C** intelagant
- D** intelligent

## PEER RESPONSE TO THE STUDENT WRITING SAMPLE

### DIRECTIONS:

Write a response to the question in the box below. You may look back at the student writing sample as often as needed.

**37    What would be a good title for this student writing sample? Why?**

**Use details from the student writing sample to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 11 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

## **PART 3B: CHECKLIST FOR THE PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

### **DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your **Answer Document**.

### **CHECKLIST:**

- \_\_\_\_\_ Do I clearly answer the question that was asked?
- \_\_\_\_\_ Do I support my answer with details from the student writing sample?
- \_\_\_\_\_ Is my response complete?

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## **NOTES/PLANNING**

**Scoring Key: Part 1: Paired Reading Selections**

Item Number	Correct Answer	GLCE	Description
1	A	R.CM.03.02	Retell text with relevant details
2	A	R.WS.03.08	Determine meaning of words/phrases in context
3	C	R.IT.03.02	Identify informational text patterns
4	C	R.CM.03.02	Retell text with relevant details
5	D	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
6	B	R.WS.03.08	Determine meaning of words/phrases in context
7	D	R.CM.03.03	Compare/contrast relationships within/across texts
8	A	R.IT.03.02	Identify informational text patterns
9	C	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
10	A	R.NT.03.04	Explain how authors use literary devices
11	C	R.WS.03.08	Determine meaning of words/phrases in context
12	B	R.CM.03.01	Connect understanding to world themes/perspectives
13	C	R.NT.03.02	ID/describe a variety of narrative genre
14	B	R.CM.03.02	Retell text with relevant details
15	B	R.CM.03.02	Retell text with relevant details
16	D	R.CM.03.01	Connect understanding to world themes/perspectives
17	A	R.IT.03.02	Identify informational text patterns
18	B	R.IT.03.03	Explain how authors use text features
19	D	R.IT.03.01	ID/describe a variety of informational genre
20	A	R.CM.03.01	Connect understanding to world themes/perspectives
21	C	R.CS.03.01	Assess qualities/accuracy of writing

**Scoring Key: Part 2: Independent Reading Selection**

Item Number	Correct Answer	GLCE	Description
23	C	R.IT.03.02	Identify informational text patterns
24	A	R.CM.03.02	Retell text with relevant details
25	C	R.IT.03.01	ID/describe a variety of informational genre
26	B	R.IT.03.01	ID/describe a variety of informational genre
27	A	R.IT.03.01	ID/describe a variety of informational genre
28	C	R.IT.03.03	Explain how authors use text features
29	B	R.CM.03.02	Retell text with relevant details
30	C	R.WS.03.08	Determine meaning of words/phrases in context

**Scoring Key: Part 3: Student Writing Sample**

<b>Item Number</b>	<b>Correct Answer</b>	<b>GLCE</b>	<b>Description</b>
32	B	W.PR.03.04	ID peer's text needing improved sequence
33	D	W.PR.03.02	Apply or ID a variety of pre-writing strategies
34	A	W.PR.03.04	ID peer's text needing improved sequence
35	A	W.PR.03.01	Consider audience and purpose for writing
36	D	W.SP.03.01	Spell correctly freq./less freq. encountered words





